

Building a Culture of Inquiry: Avoiding Plagiarism through Teaching Synthesis

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Inquiry-based Learning

- ♦ **Problem/question driven**
- ♦ Seek knowledge for **new understanding**
 - ♦ not just fact finding or filling in blanks
 - building on current knowledge
 - ♦ discovering new ideas
- ♦ **Learner** centered & directed
- ♦ **Construct own meaning**
- ♦ **Self reflection**



Moving from Inquiry to Synthesis

- ♦ What to do with all the new ideas?
- ♦ How do ideas become new understandings?
- ♦ What is the process of integrating all the pieces into a new compound whole?
- ♦ How can this process mitigate plagiarism?



Remember the self-reflection piece in inquiry?

- ♦ Self-reflection is the bridge from gathering, sorting and reading to synthesis
- ♦ Self-reflection is where the **increased** understanding & **new** knowledge happens



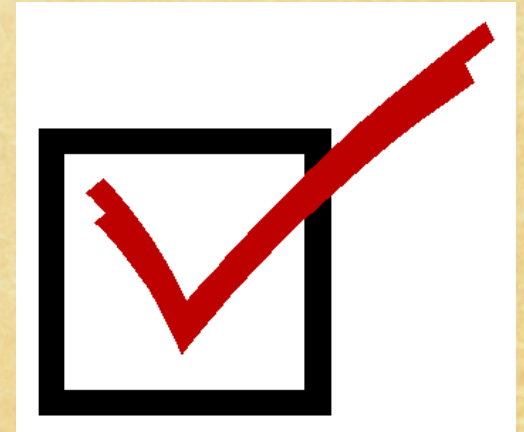
Key Features of Synthesis

- ♦ **Accurate** reporting using different phrases & sentences
- ♦ Can see the **overlap** from sources
- ♦ **Make sense** of multiple perspectives & understand to greater depth
- ♦ Can discuss and reject **multiple** arguments

Jamieson (1999)

What Synthesis IS

- ♦ Cognitively **demanding**
- ♦ Thinking **beyond** the text
- ♦ Contemplating the **ideas**
(remember self-reflection?)
- ♦ **Inferring** relationships among
information from **different** sources
- ♦ Presenting **own point of view**
- ♦ **Analyzing & combining** two or more
sources in a **meaningful** way



What Synthesis is NOT

- ♦ Simple summary
- ♦ Classification
- ♦ Critique
- ♦ Compare & contrast
- ♦ Divide or cluster
- ♦ Quotes without commentary



Guided Practice

based on work of **Carolyn R. Johnson** – Arizona State University West

♦ **Context for today**

- ♦ One of your family members has been diagnosed with depression. You know very little about depression, the possible causes or treatment options. You decide to do a little background reading to familiarize yourself with this topic so you can provide better support.

Guided Practice

1. Form **teams of 3**

2. Individually read 2 articles

- a) 1 shared article
- b) 1 distinct article

3. Highlight

- a) what seems important or meaningful to you
- b) points you could explain or share
- c) points that you want clarified

8 minutes

Guided Practice

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7 minutes

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6 minutes

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5 minutes

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3 minutes

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1 minute

Share with your team

- ♦ **Share** what you learned
- ♦ **Ask** questions for understanding
 - ♦ from your own reading
 - ♦ from others' articles
- ♦ **Teach** each other



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Post-its

- ♦ **Work individually**
- ♦ Pull out **key points** – highlighted parts
- ♦ Put article letter in corner of Post-it (**A or B**)
- ♦ **5 Post-its** per article
- ♦ **1 idea per** Post-it
- ♦ **3-5 words max** per Post-it
(practice word economy)

♦ **Write big**

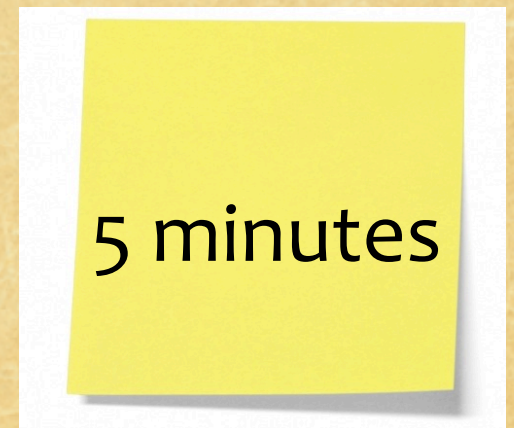


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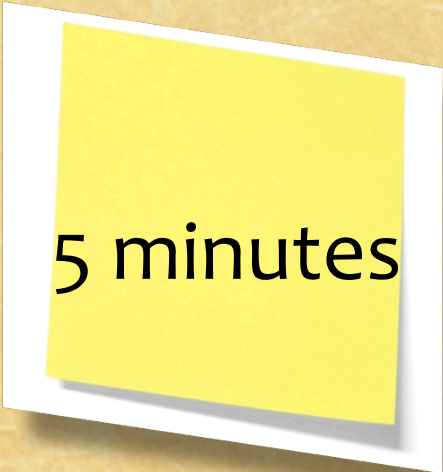
<http://www.iheartyourproduct.com/post-it-note/>

A

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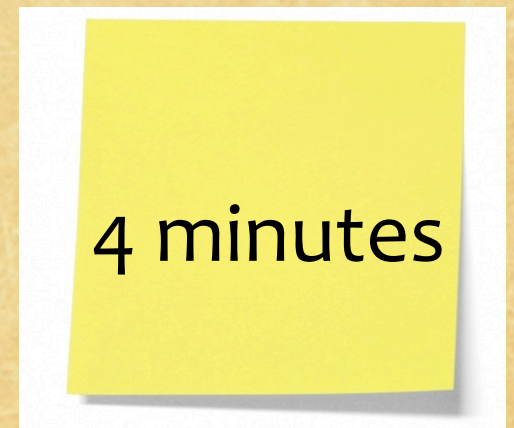


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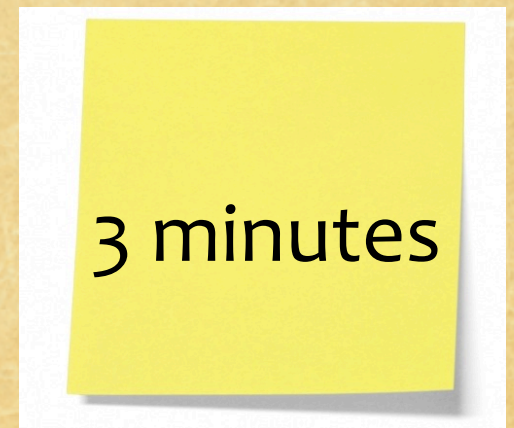


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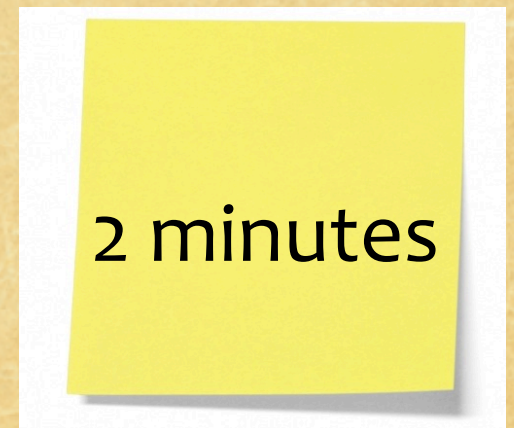


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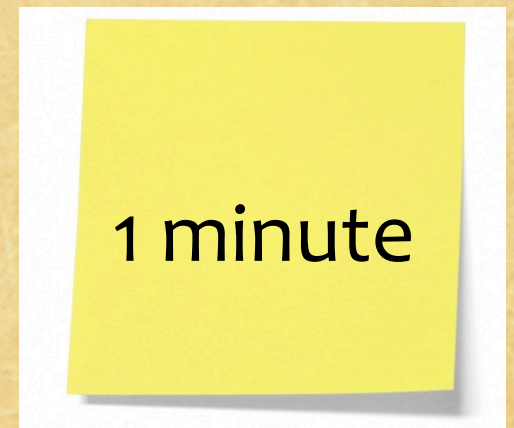
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Cluster

- ♦ Work with your team
 - ♦ Group like Post-its together
 - ♦ **Do not** try to do all of them at once
 - **Start with a few**
- ♦ Add a few more
 - ♦ Work until all Post-its are in a cluster



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Name your clusters

- ♦ 1 or 2 word nickname
- ♦ Must fit **EVERY** Post-it in the cluster
- ♦ If not, you may need to
 - ♦ find a different, inclusive name
 - ♦ move Post-its to different clusters
 - ♦ create a new cluster



3 minutes

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1 minute

Review your information

- ♦ Quick visual picture
 - ♦ a lot of information
 - ♦ very little information
- ♦ Having about the same number of Post-its in each cluster will make for a more balanced end product

If a lot . . .

- ♦ Narrow the topic
- ♦ Use the big clusters as main themes
- ♦ Split the cluster(s)



If very little . . .

- ♦ Drop clusters out as too minor
- ♦ Return to current articles to get more information
- ♦ Return to the gathering phase to find more articles – now with more specific focus



image from <http://www.examiner.com/funny-news-in-national/post-it-note-turns-30-years-old/>

Team Time for Review

- ♦ Work with your **team**
- ♦ **Look** at your clusters
- ♦ **Decide** if too little, too much, or just right



3 minutes

Team Time for Review

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- ♦ Look at your clusters
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A pink starburst graphic with a red outline and a gradient fill, containing the text "3 minutes".

3 minutes

Outline

- ♦ Refine **scope** of presentation
- ♦ Decide on a **sequence** that makes sense
 - ♦ Use clusters for sequencing
- ♦ Organization & sequence are **critical** for a successful presentation
- ♦ Sources should support **your ideas** – not the other way around

Avoid Plagiarism

- ♦ Reread articles – highlight one or two possible quotes per article, maximum
- ♦ Make sure all pertinent points are covered by a Post-it
- ♦ Set articles aside
- ♦ Work from Post-its to start writing
- ♦ After initial writing, check articles for direct quotes for inclusion – to support, not explain
- ♦ Foster peer collaboration

Examples of practice

- ♦ A Visual Approach: Teaching Synthesis
 - ♦ McGregor (2011)
- ♦ Synthesis Writing
 - ♦ Jamieson (1999)
- ♦ Teaching for Synthesis of Informational Texts With Read-Alouds
 - ♦ Cummins & Stallmeyer-Gerard (2011)

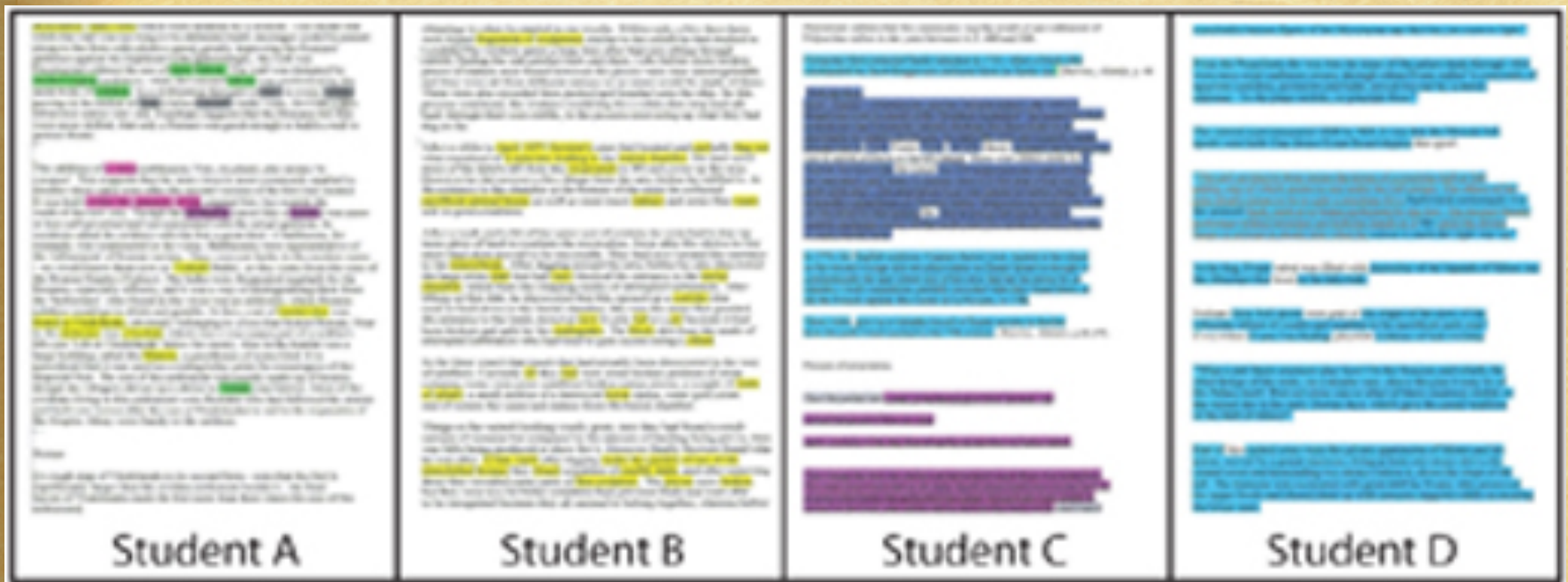
A Visual Approach: Teaching Synthesis

- ♦ Color code of direct matches – text is purposefully blurred

The building was very elaborate and showed its character by the way it stood out from the others with its detail and beauty. The structure itself was composed of three sections. Firstly there was the base, which was rectangular in shape with dimensions approximately 1.5m x 2m. The roof was about 40 feet high. Inside a room in the base was where the main chamber was which housed the two white elephants. Then there was the tower of columns around the base. 16 pillars in all, which supported the roof. Finally on top there was a roof which was a deep pyramid with 24 steps and at the top of this pyramid was a great marble statue of Alexander and Aristotle riding in a chariot pulled by four horses.

A Visual Approach: Teaching Synthesis

- ♦ Comparison of papers from 4 students



Synthesis Writing

- ♦ Arrange by topic rather than source
- ♦ Background, Thesis-driven, or Literature
- ♦ Self-review / Peer review questions

Jamieson (1999)

Teaching for Synthesis of Informational Texts With Read-Alouds

- ♦ 3rd grade
- ♦ Informational text more cognitively demanding than fiction
- ♦ Teacher reads, students listen
- ♦ Students write and draw

Wrap-Up

- ♦ **What** did you learn?
- ♦ Do you think the Post-it method has promise for **YOUR** center?
- ♦ Has our presentation sparked ideas to take back to your school?

References

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